

Florence School District Improvement/Progress Report Form

Principle: 3- Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) One student file reviewed showed that a speech student who turned nine years of age did not have a complete comprehensive evaluation; the only assessments completed were ability and language. The only areas assessed were in the cognitive and language areas. There was no indication that the parent, general education or special education staff were a part of reviewing existing documentations and determining what evaluations were needed.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Evaluations completed will include a comprehensive evaluation, including parent and education staff input on evaluations needed.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of language students will have a comprehensive evaluation completed before the age of 9. This evaluation will include parent and education staff input on the evaluations needed.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The speech therapists will be in-serviced as to the rules and regulations for students with a language disability at the age of 9. All language students before their 9 th birthday will have a comprehensive evaluation. What data will be given to OSE to verify this objective? The school will submit to the OSE the number of students receiving language services who are 9 or older, and the date of the comprehensive evaluations completed. Included will be the number of evaluations which included parent and educational staff input.	August 2003 and ongoing	Speech therapist	On-going	Met June 04

6 month reporting date 11/29/ 03
12 month reporting date 05/29/04
Closed 06/14/04

Approved by SEP

Please explain the data (6 month)

An in-service was given to the speech therapist on October 2, 2003 as to the rules and regulations for students with a language disability at the age of nine.

There are no students at this time who are 9 or older receiving only speech/language. The student that was receiving language only had a comprehensive evaluation completed and is now receiving resource room services with speech as a related service. In this evaluation parent input was given as well as staff input.

Please explain the data (12 month)

There are no students at this time who are 9 or older receiving only speech/language. The student that was receiving language only had a comprehensive evaluation completed and is now receiving resource room services with speech as a related service. In this evaluation parent input was given as well as staff input.

Florence School District Improvement/Progress Report Form

Principle: 3-Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

An example of a student's IEP team determining what evaluations should be given or what area should be evaluated was found by the review team in a file reviewed on a student with a learning disability indicated that communication between professionals is lacking when related services (speech) initiated a reevaluation and a few weeks later another prior notice was sent to obtain consent for a comprehensive evaluation from the special education teacher, which then took place for the student.

6 month reporting date 11/29/ 03
 12 month reporting date 05/29/04
 Closed 06/14/04

Approved by SEP

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>School staff will communicate when a referral is made and ensure all areas of suspected disabilities are included on prior notice for consent to test.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All service providers will coordinate their evaluations on one prior notice for comprehensive evaluations.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Each special education teacher and speech therapist will make a schedule of all students with the dates of their IEP and the services they receive. When a student is due for an evaluation the staff will communicate with each other to implement a comprehensive evaluation.</p> <p>What data will be given to OSE to verify this objective? The district will verify the completion of the schedule and submit to the OSE the number of IEPs completed that were comprehensive with all service providers having input at a coordinated time.</p>	<p>August 2003 and ongoing</p>	<p>All Special Education Staff</p>	<p>On-going</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) A comprehensive schedule was completed by all staff in September of 2003, with dates of IEPs and 3 year evaluations. Six comprehensive evaluations have been completed with all service providers evaluating within the correct time lines.</p>				
<p>Please explain the data (12 month) Eight comprehensive evaluations have been completed with all service providers evaluating within the correct time lines.</p>				

Principle: 4- Procedural Safeguards				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team was unable to find any prior notices for transition assessments when done outside of the comprehensive evaluation. Consent was not received for transition assessments that were being completed on an annual basis. Interviews with district staff showed that they were unaware that consent was needed for functional assessment.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Consent for transition assessments will be completed on an annual basis.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of all assessments completed will have parent permission and parent input into the evaluation process. All transition evaluations re-evaluations, initial or annuals will have parent permission.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will have parental input and consent into all evaluations for all students. Criterion referenced evaluations will have permission. What data will be given to OSE to verify this objective? Data will be sent to the OSE on all students who have had evaluations and the % that showed parental input and consent.	August 2003 and ongoing	Special Education Staff	On-going	Met June 04
Please explain the data (6 month) Six out of six evaluations for transition age students had parent input into the evaluation process and consent signed.				
Please explain the data (12 month) Two out of two evaluations for transition age students had parent input into the evaluation process and consent signed.				

Florence School District Improvement/Progress Report Form

Principle: 5- Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In the case of a student whose behavior impedes his/her learning, the IEP team must consider if appropriate strategies and supports are needed to address the behaviors. During student file reviews by the monitoring team two students were found to have behavior concerns that were not addressed. The monitoring team encourages the district to review information in policy pertaining to consideration of special factors. In two files reviewed, the evaluation indicated significant behavior concerns, but was not addressed under the consideration of special factors section, or anywhere else on the IEP. Through interviews with staff, it appears that they do not understand how to address this area.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Behavior issues that show concern in evaluations will be addressed within all students IEPs in either objectives or the consideration of special factors sections,</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>100% of students showing behavior concerns will have it addressed in the IEP with objectives and in the consideration of special factors.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Special Educators will have an in-service regarding the process to implement when behavior is an area of suspected disability.</p> <p>What data will be given to OSE to verify this objective? The district will conduct quality assurance checks to ensure behaviors were properly documented in the IEP and will provide a written summary of those results to the OSE.</p>	August 2003 ongoing	NESC Special education Staff	MET	-----

6 month reporting date 11/29/ 03
12 month reporting date 05/29/04
Closed 06/14/04

Approved by SEP

Please explain the data (6 month)

An in-service was given to three special education teachers on October 2, 2003 regarding documenting behaviors that impede learning.

Ten files were checked by the Assistant Director of the NESC. All ten students with concerns had documentation on the IEP. The documentation was on the consideration of special factors and the goals and objectives when needed.

Please explain the data (12 month)

Florence School District Improvement/Progress Report Form

Principle: 5-Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In the majority of the files reviewed, present levels of performance did not contain the student's academic strengths, needs or their involvement in the general curriculum and parental input. The present levels of performance page did not have skill based functional assessment.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
Present levels of performance will include all required content including skill based functional assessment.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
The present level of performance developed for a student will be skill specific and link to functional evaluation and will include parental input and how the student's disability affects progress in the general curriculum of the school or preschool.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 11/29/ 03
 12 month reporting date 05/29/04
 Closed 06/14/04

Approved by SEP

<p>1. What will the district do to improve? The special education staff will have an in-service on present level of performance and linking those to the functional evaluation.</p> <p>Dates of the in-service and the staff attending will be submitted to the OSE.</p>	August 2003	NESC and special education staff	MET	-----
<p>Please explain the data (6 month) Gina Chilson, Becky Binde, Dawn Berner, and Heather Huppler had an in-service on October 2, 2003 with the NESC staff on present levels of performance and linking them to the functional evaluations.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? The student's present levels of performance will include the required components and be based on the summary of functional evaluation data.</p> <p>What data will be given to OSE to verify this objective? The special education staff will document that all the required components for the present levels of performance are present. The staff will also validate linkage to functional evaluation.</p> <p>The staff will review all new evaluations and re-valuations and submit to the OSE the percentage of present levels of performance reviewed that contained the required components. The data will be sent to the OSE.</p>	August 2003 and ongoing	All special education staff	On-going	Met June 04
<p>Please explain the data (6 month) Six new evaluations and reevaluations have been completed since August of 2003. The NESC assistant director checked all of the six and found 100% contained present levels of performance that were linked to the functional assessment given during the evaluation process.</p>				
<p>Please explain the data (12 month) Nine new evaluations and reevaluations have been completed since August of 2003. The NESC assistant director checked all of the six and found 100% contained present levels of performance that were linked to the functional assessment given during the evaluation process.</p>				

Florence School District Improvement/Progress Report Form

Principle: 5-Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The functional assessment did not link to the transition goals in student files. Transition course of study was decided before the meeting where services would be held.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Functional assessment will link to transition goals in the IEP. The course of study will be determined at the IEP meeting.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of all transition goals will be linked to the functional assessments and the course of study will be determined at the IEP meeting and where services will occur in the LRE section of the IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The secondary special education instructor will have an in-service in functional assessments for transition and linking them to the PLOPs. What data will be given to OSE to verify this objective? Date of the in-service and the people attending will be sent to the OSE.	August 2003	NESC Special Education Teacher	MET	- - - - -
Please explain the data (6 month) Becky Binde and Heather Huppler attended an in-service on October 2, 2003 given by the Transition Specialist from NESC on transition functional assessment and linking those to the present levels of performance.				
Please explain the data (12 month)				

6 month reporting date 11/29/ 03
 12 month reporting date 05/29/04
 Closed 06/14/04

Approved by SEP

<p>2. What will the district do to improve? All IEPs of transition age students will be checked to ensure that the functional assessments are seen in the present levels of performance for transition. The IEPs will be further checked to ensure that the course of study placements was not addressed until the LRE page. What data will be given to OSE to verify this objective? Data will be sent to the OSE on all transition IEPs showing the percentage of IEPs which contain transition in the PLOP linked to the functional assessments, and the course of study placement decided on the LRE.</p>	<p>August 2003 ongoing</p>	<p>Special Education Teacher</p>	<p>On-going</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Thirteen students of transition age have had IEPs since August of 2003. 100% of these contain present levels of performance statements that are linked to a functional assessment and carried over into the goals and objectives. The course of study and placement decisions for 100% of these students was decided on the LRE.</p>				
<p>Please explain the data (12 month) Eight students of transition age have had IEPs since November of 2003. 100% of these contain present levels of performance statements that are linked to a functional assessment and carried over into the goals and objectives. The course of study and placement decisions for 100% of these students was decided on the LRE.</p>				